

1. LEARN TO PLAY THE PARTS:

Two options:

(1) Play the music over Zoom (or the platform of your choice) on various instruments so that the students can play with you from their end. With the microphone on and everyone else muted, students can hear you but not experience the lag of everyone else playing through Zoom. After the students are comfortable with parts, allow them to take the lead on playing into the void of zoom while everyone else plays along.

"This was by far the closest thing to a rehearsal we could manage, but it was great considering the situation."

(2) Purchase the play-along tracks (in short audio/video format) and invite students to learn their parts at home, or in pairs during an online session (it's always much more fun learning with a friend).

2. GATHER RECORDINGS FROM EACH STUDENT

Students now make recordings of their part and submit these via Google drive/Dropbox (or the platform of your choice). One teacher suggests:

"I would review the submissions daily and give feedback. This was a great opportunity to provide feedback to each player without listening to lengthy recordings. They also needed a lot of help to work out the kinks in recording quality. Students were able to redo their recordings for a couple of weeks to constantly improve their quality and their performance grade."

Extension activity: Allow students to do one recording that is creative in nature. Take inspiration from performances on the website or allow students to brainstorm with each other.

3. GET INSPIRED BY THE MOON

Watch a video of the 13 Moons book being read and discuss the purpose of the music and what it represents. Discussed how the students might use the ideas from the folk stories to influence their own arrangement.

"We discussed all of the composition ideas laid out in the work. We also ended up stumbling into the idea of how symbolic or literal one might get when arranging the work. I found many of my students wanted to be very literal about certain elements in a story having representation in the sound or a linear narrative in the structure of their composition. These discussions about how artists can connect with a feeling or tell a story on a spectrum of literal to symbolic were some of the most rewarding, unexpected learning moments."

5. COMPOSE!

Share the recorded tracks from each student and invite them to import these into a digital audio workstation (such as Garage Band, Audacity or Bandlab). Students now create their own versions of the work using each other's recordings. Share them in class and have each student provide a brief introduction to their ideas, including where they started the journey they went on through their composition process.

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